**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 4 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **chalk** | | **Student:**  **100 boards** | | | **Round, estimate, ten, multiple** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3NBT1 Use place value understanding to round whole numbers to the nearest 10 or 100.** | | | | | |
| **I Can Statement(s): I can round a number to the nearest 10. I can round a number to the nearest 100.** | | | | | |
| **Activating Strategy/Hook:**  . The teacher will begin the lesson outside on the sidewalk. S/he will introduce the decade numbers. The teacher may have the students count by 10s to 100. As the students are counting the teacher will use sidewalk chalk to draw “islands” on the side walk. Be sure to leave enough room in between each decade number to make the tick marks for the numbers in between.  Next, the class will discuss what can go inbetween the decade numbers. Have the groups of students, using sidewalk chalk, record the numbers that are inbetween the decade numbers. | | | | | |
| **Teacher Directed:**  The teacher will now set the stage for rounding. You can start by asking a series of questions:  • What is estimating?  • Does anyone know why we estimate?  Explain to the students that today they will learn a new estimation strategy. They are going to round to the nearest 10. “Let’s look at the islands with the decade numbers, what do you notice?” Students may respond with things like, the islands count by 10s, or they are decade numbers.  When rounding, you are looking for nice numbers like the decade numbers. Ask a student to stand on a number such as 43. The student will locate 43 on the number line and stand there. The teacher will lead the students into a discussion about the nearest decade number. They can even walk/hop to the closest island by counting the steps. Continue this with other students allowing them gain an understanding of the nearest “nice number”. Please avoid teaching such things as, “5 or higher, and 4 or lower”. We want students to conceptualize the rounding and not memorize rules. Allow students to grapple with and discuss this in order to develop a deeper understanding. | | | | | |
| **Guided Practice:** Students will use the “Island Hop” Scavenger Hunt task sheet to answer questions about rounding. Students should use a number line or use a hundred chart to complete the task. | | | | | |
| **Independent Practice:** Given a list of 2 digit numbers, students will name the multiple of 10 to which it rounds. | | | | | |
| **Closing/Summarizing Strategy:**  Students will pair share answers to the following questions.  How do you determine the closest 10?  When might rounding be useful? | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students practice rounding to the nearest ten using three-digit numbers. | | | Students can work with only 2 decade numbers at a time. They could use counters to mark their spots. | | | Students will work with a partner to name the multiple of 10 a number can be rounded to |
| **Assessment(s):**  Teacher will check students’ independent work. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |